

AOAC Technology Survey Report

Participation:

See table below for participating departments. Not Participating:

Education: EDFN, PSYC

Humanities: ART, COMM, FORL, MUSI, PHIL

Social Sciences: HIST, SOWK

Science & Math: NURS

Responses:

Questions	1	2			3	4
	Self-Rating	Basic Software*	Special Software	Non-PC	# of Courses	Assessment
EDUCATION						
ITEC	5	Nothing special mentioned		Y	21+	Accreditation + Others
ELED	2	Y		AV equip.		No
SPED	4				3	In courses
WSSD	0**	Y				No
HUMANITIES						
ENGL	5	Y	Database		1	Required research papers
SOCIAL SCIENCES						
BUAD	3	Y	Web-page, Database		6	Senior survey, Capstone course
ECON	5	Y	Statistics		12	?
GEOG	4	Y	GIS, Statistics	Maps-related	24	No
GOVT	2	Y	Database, Statistics		7	
SOCY	4	Y	Statistics		1	Capstone course essay
ANTH	2	Y		Laser transit	1	
SCIENCES						
BIOL	5	Y	GIS		All Lab courses	
CHEM	5	Y	Lab-specific	Lab, AV	All	In courses
CSCI	5	?	Programming		All	Accreditation
ESCI	5	Y	Visualization Modeling Programming GIS	Y		Senior survey Capstone course Portfolio
MATH	3	Y	Programming Statistics	Graphing calculator	22	No
PHYS	4	Y	Signal processing	Oscilloscope	6	Lab courses

* Basic Software includes: word processing, spreadsheet, Internet browser and search engine (including WebQuests and BlackBoard) and PowerPoint.

** The Wellness & Sports Sciences Department, WSSD, does not have a major.

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Symptomatic Questions/Issues

No Consistency

- Some departments presumed that “technology” referred to computers when they obviously have other technologies; e.g., BIOL, WSSD
- ITEC was so general and abstract about “technology” that no specific technologies were addressed and no computer skills listed. The list would have undoubtedly been very long.
- Only two departments, CSCI and ITEC, made specific mention of the General Education aspect of their technology offerings.

Most Departments did not take time to list individual courses

- Is this an indication that they didn’t “get” the survey’s purpose or potential benefit?
- Most Departments appear to have no specific departmental objectives regarding specific technologies or technological literacy.
- Do they know, in general, which courses are connected to which departmental objectives within their programs?
- These ideas probably apply even more strongly to most of the departments that did not reply.

Interesting Responses

- CSCI sees itself, via CSCI 101, as a potential means for university-wide assessment of computer skills (pretesting?), but they do not currently attempt such a task because that course does not count for their majors and their assessment program is focused on maintaining accreditation.
- ITEC has the greatest understanding of the significance of this task. They can visualize the rich variety of technologies and explain how particular skills can transfer between technological settings.

Report compiled by Chuck Geiger, 5/8/07